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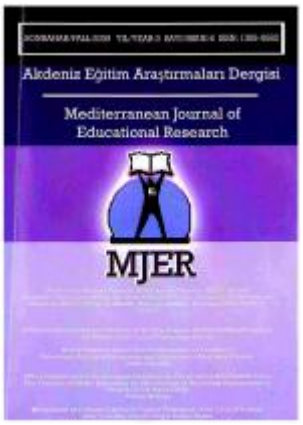

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Student Evaluation of Distance Learning in Turkey: Reasons of more than Half Repetition

Ayşen BAKİOĞLU[*], Ertuğ CAN[*]

Abstract: Purpose of the research is to find out students' evaluation of distance education they have in terms of internet services related to high failure rate and to develop suggestions by putting forth their expectations for consideration. General survey method was used in this research aiming to determine the distance education method evaluation of the students studying their graduate degree through distance teaching techniques in open education management and economy faculties at Anatolia University. The population of this research is consisted of 1610 students studying education management and economy faculties of the Anatolia University and registered in Istanbul offices and continuing a private Open Education Courses. The sample of this research is consisted of 1020 students studying in a private open education courses in Istanbul, replied self devised questionnaire. Result suggest that the most of the repeaters connect to the internet from their houses and offices by comparing with non repeaters. This difference has been found as significant. There is a significant relation between the way of providing internet connection with the faculty and the repeating situation of the students. A number of suggestions were made.

Keywords: Makalenizi Distance education internet service, e-learning evaluation, failure reasons, Open Education Faculty.

According to the data of the year 2001 in the world 380 million people have been using the internet and everyday 170.000 new subscribers have been added to this number, ın our time although the global information has been doubled in every five years in 2020 it is estimated that this is going to happen in every 72 day (Staudt, Erwin, 2001; Kesim, 2002, p. 2). The growth of information causes two important problems as its storage and transmission. Developing computers with high memory capacity and increasing the speed of transmission will provide the easy circulation of the information (Kesim, 2002, p. 2).

According to Holmberg (1989, pp. 1-2) the distance learning methods are :

1. Planning the course,
2. Developing the lesson materials.
3. Providing the teaching communication.
4. Student counselling.
5. Developing lesson, distribution of the lesson materials, teaching communication and counselling management.
6. Creating a suitable organisation structure for distance learning.
7. Functional evaluation of the system.

According to ÖSYS central placement results in 2010, the number of students included in open education system was 255.927 (ÖSYM, 2010), and that in 2011 was 253.738 (ÖSYM, 2011). In the

[*] Marmara University, Atatürk Education Faculty, Department of Educational Science, Istanbul/Turkey, email: abakioglu@marmara.edu.tr
[*] Ministry of Education, Kadir Has Primary School, Istanbul/Turkey

academic year 2010-2011, together with the new student enrollments, totally 1.713.923 students are identified in the open education system (ÖSYM, 2012).

Purpose of the Research and Method

Purpose of the research is to find out students' evaluation of distance education they have in terms of internet services related to high failure rate and to develop suggestions by putting forth their expectations for consideration. General survey method was used in this research aiming to determine the distance education method evaluation of the students studying their graduate degree through distance teaching techniques in open education management and economy faculties at Anatolia University. The population of this research is consisted of 1610 students studying education management and economy faculties of the Anatolia University and registered in Istanbul offices and going private Open Education Courses. The sample of this research is consisted of 1020 students going private open education courses in Istanbul, replied self devised questionnaire. After gathering information about the theoretical structure of the research 167 students going to private courses were asked open-ended questions and their opinions were taken. By starting from the opinions of students a rough draft questionnaire form was developed and applied to 228 students. The questionnaire form was considered valid and reliable at the end of the literature research, expert- student opinions and pilot application. Questionnaire was applied to 1380 students. At the end of the application 160 questionnaires did not turn back. On the evaluation of the questionnaires 200 questionnaires were not taken into consideration. As a result the analysis of data was done according to the signed questionnaires of 1020 students. The data of 1020 questionnaires were coded by the help of SPSS 11.5 by one of the researchers. The opinions of the students about distance education method were analysed by the help of percentage and frequency. Their demographic characteristics were tested by the help of Chi- Square test whether there was a meaningful relation between the two. In the analysis of data $p<0.5$ significance level was taken.

Findings

Characteristics of the distance education students: More than the half of the students in the research was male. Most of the students are between 20-29.They are mostly single; most of the students in the research (71 %) are working in full time jobs. More than half of the students in the research are studying in management department at faculty of management. Most of the students (58 %) are repeaters. Most of the students (62 %) have computers at home. More than half of the students (53 %) stated that they do not have internet connection.

Opinions of the students concerning internet services: Most of the students participated in the research (72 %) are benefiting from the internet services of the faculty at which they are studying through distance education. Most of the students (32 %) using internet services log on to the internet at home. Apart from their homes students (28 %) have access to the internet from their offices. Most of the students (62 %) do not have information about the internet based exercise software. According to the evaluations of the students about internet based exercise software students are satisfied with the software but they think software does not include all of the lessons and does not have contribution to their lessons. More than half of the students (57 %) use internet services to learn the exam results. The second important reason for the students to use internet is to benefit from test examinations. A number of students (42 %) participated in the research point out that reaching internet services is a problem. The percentage of the students satisfied with the internet services is very low (14 %). Also, students pointed out that they couldn't pay their fee through internet, reach distance education

administration, register through internet and they think that the internet based test examinations are not very effective.

Opinions Between The Repeating Situation of The Students and The Way Of Providing Internet Connection With The Faculty Chi-Square Tests Results

The most of the repeaters connect to the internet from their houses and offices. The students that are not repeaters connect to the internet from their houses, offices and internet-cafes.

These students mostly prefer offices and internet cafes when compared with the repeaters. This difference has been found as significant ($X^2_{(4)} = 18,154$, $p<.05$).There is a significant relation between the way of providing internet connection with the faculty and the repeating situation of the students ($p =.001$).

Opinions About The Evaluation Of Distance Education Internet Services According To The Classes The Students Are Studying Chi-Square Test Result

Nearly the half of first and third grade students pointed out that reaching internet services is a problem. Most of the students studying in the second and fourth grade pointed out that reaching internet services is a problem too. The ratio of the students satisfied with the internet services is much more than the other classes. The second and the fourth grade students stated that they couldn't reach the administration of distance education and the third and the fourth grade students stated that they couldn't pay their fees through internet.

This difference has been found as significant ($X^2_{(21)} = 44,233$, $p<.05$).There is a significant relation between the opinions about the evaluation of distance education internet services according to the classes the students are studying chi-square test results ($p =.002$).

Opinions About The Way Of Providing Internet Connection With The Faculty According To The Situation Of Having Internet Connection At Home Chi-Square Test Result

Most of student having internet connection at home from their houses and some of them from their office connect to internet. Most of the students not having internet connection at home connect to internet from office. These students also prefer internet cafes apart from the offices.

This difference has been found significant ($X^2_{(4)} = 489,558$, $p<.001$) and there is a significant relation between the two ($p =.000$).

The Students Opinions About Their Evaluations Of Internet Based Exercise Software According To The Situation Of Having Internet Connection At Home Chi-Square Test Results

More than half of the students having internet connection at their homes stated that they didn't have information about exercise software. Most of the students not having internet connection at home stated that they didn't have information about exercise software, too. This ratio is higher than the students having internet connection. The ratio of the students having internet connection satisfied with internet based exercise software is higher. This difference has been found significant ($X^2_{(7)} = 46,485$, $p<.001$). There is a significant relation between the two ($p =.000$).

The Opinions About The Evaluation Of Distance Education Internet Services According To The Situation Of Having Internet Connection At Home Chi-Square Test Results

The most of the students having internet connection at home stated that they had problems with reaching internet services and pay their fees through internet, nearly half of the students not having internet connection at home stated that they had problems with reaching the internet services. At the

same time they stated they couldn't reach the distance education administration through internet. The students not having internet connection had more problems with reaching internet services when compared with students having internet connection. This difference has been found significant ($X^2_{(7)}$ = 34,552, p<.001). There is a significant relation (p =.000).

The Opinions About How Students Connect To The Internet According To The Situation Of Having Computers At Home Chi-Square Test Results

Most of the students (68 %) having computers at home connect to the internet from their home.The students having computers at home their offices as a second choice in providing internet connection with their faculty. Most of the students not having a computer at home use their office while providing the internet connection with the faculty. These students use internet cafes as a second choice. This difference has been found significant ($X^2_{(4)}$ = 310,998, p<.001). There is a significant relation (p =.000).

Nearly the half of the students benefiting from the internet services of the Open Education faculty stated that they didn't have exercise software. Their evaluations were "I am satisfied with the exercise software", "They don't contribute to my academic success" and "the exercise software is not including all of the lessons. All of the students not benefiting from the internet services of the open education faculty didn't make an evaluation about the internet based software. The difference observed in the evaluations of the students about internet based exercise software according to the situations of benefiting from internet services of the open education faculty has been found significant. There is a significant relation ($X^2_{(7)}$ = 244,297, p<.001). There is a significant relation (p =.000).

The Opinions Of The Students Evaluations About Distance Education Internet Services According To Their Situations Of Benefiting From Open Education Faculty Internet Services Chi-Square Test Results

Most of the students benefiting from the open education faculty internet services stated that reaching internet services was a problem. They stated that they were satisfied with the internet services and they could not pay their fees through the internet. Nearly half of the students not benefiting from the open education faculty internet services stated that reaching internet services was a problem, they also told that they could not reach distance education administration, pay their fees and register through internet. The students not being able to benefit from the open education faculty internet services stated that they had more problems when compared with the students who are able to benefit from the internet services. This difference has been found significant ($X^2_{(7)}$ = 54,781, p<.001). There is a significant relation (p =.000).

The Opinions Of The Students Evaluations About Distance Education Internet Services According To Their Marital Status Chi-Square Test Results

Most of the married students stated that reaching internet services was a problem. They also stated that they could not register through internet, internet based test examinations were not effective, they could not reach the distance education administration and pay their fees through internet. Most of the single students stated that reaching internet services was a problem. They also stated that they could not pay their fees and reach distance education administration through internet. Single students seem to be more satisfied than married ones. This difference has been found significant ($X^2_{(14)}$ = 29,025, p<.001).There is a significant relation (p =.000).

The Opinions Of The Students Evaluations About Distance Education Internet Services According To Their Faculty They Are Studying Chi-Square Test Results

More than half of the students of the open education faculty and most of the students of management and economy faculties stated that reaching internet services was a problem. Students at the management faculty stated that they were more satisfied with the internet services when compared with the other faculty students. The ratio of the students not being able to reach the distance education administration through internet at the economy faculty is higher. The ratio of opinions of the open education, management and economy students about not being able to pay fees through the internet are equal. The ratio of students stating that they couldn't register through the internet is higher among the faculty of management students. This different has been found significant ($X^2_{(14)}$ = 24,733, p<.05, p =.037).

Suggestions

1. More than half of the students studying at open education faculty are repeaters. The reasons of failure must be investigated by the faculty administration and necessary precautions should be taken.
2. Most of the students have computers at home (62 %). But the number of the students having internet connection is less than half. Most of the students are benefiting from internet services. This shows the importance of the necessity for services presented to the students to be much more internet based. But free internet access centres dependent on open education city offices for students to reach internet services should be opened. Password application should be ended on the internet access (learning exam results, exam place etc.).
3. Internet access centres in the open university offices and counselling centres should be founded for students in order to access internet apart from homes and offices.
4. The internet based exercise software application should be announced on the related web and monthly bulletins and the participation of the students should be maximized.
5. Internet based exercise software including all faculties, departments and lessons should be designed.
6. Internet based exercise software should be redesigned according to changing courses and curriculum, and usage should be easy.
7. Students are using internet mostly in order to benefit from test examinations and to learn exam results in practice. However the usage of internet for teaching purposes should be attached more importance, and the students must be encouraged.
8. Reaching distance education directors on the internet for students must be provided and they must be given opportunity to send about their problems.
9. The books of all faculties, departments and courses should be presented to students on the internet with their latest versions.
10. Important decisions and changes about faculty and department should be sent to the students via e-mail.
11. Password application must be ended especially during the announcement of exam results on the internet. Students must be able to register and pay their fees on the internet.

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